OK, so you have read the book. Now what? There are over a 100 tools and techniques in it in total, so where do you start? How are you going to use them? What are you going to do differently because of them? What is actually going to change?

Rachel is the head of talent management for a big global pharmaceutical firm. Speaking with her the other day, we asked her how often she thought the company’s talent development programs really worked, how often people really did accelerate their development. “Not often,” came the reply, “and when it does work and people do develop, what makes it work is them. The individual. They find a way to drive their development.”

This experience and perception seems to be a common one: when attempts to change and develop succeed, it is because the individual concerned somehow manages to make it work. They want it more, they try harder, or they are just more capable. This is why most development programs emphasize the role and responsibility of the individual in making change happen. And to be clear, we agree with this. A lot of the responsibility does lie with the individual: some people are more driven to learn than others, and some are more capable of changing and developing, too. So, yes, individuals matter and need to play their part.
Yet in many – if not most – companies, this emphasis on the individual has not been balanced by a similar focus on what organizations and managers need to do to help change happen. And they should be focusing on this, because the research shows – undeniably and unequivocally – that organizations and managers have a significant impact on whether change and development succeed.

The part they play – the responsibility they have – is to create a context in which change stands a decent chance of working. And to be fair, this has not been completely ignored. After all, most companies these days make sure that goal setting happens and that development plans are written. Of course these are both important and necessary, because poor goals and poor planning will kill change stone dead, but there is more to context than goals and plans. And in this book we have tried to show you what that something more is and what you – as a manager – can do about it.

In doing so, we are issuing a call to action, a plea for some measure of attention. We are advocating and arguing that you need to take charge of this broader context, start paying more attention to it and shape it. We want you to become an architect and builder of the context for change.

**Using the MAPS Model**

As a manager, as someone who is asking, encouraging, or supporting an employee to change, your first task is to help them explore the issue, identify objectives, and set goals. And when we say goals, we mean specific behavior changes. This is exactly what most coaching models are designed to help you do, and you are probably already doing it. But if you add our MAPS model to the mix, you can significantly improve the success rate of people’s attempts to change behavior.

As we suggested back in Chapter 1, the MAPS model fits in after goal setting, but before any action plan is written (see Figure 11.1).

As we have seen, the MAPS model describes four key elements of the context for change: motivation, ability, psychological capital, and supporting